

The Red Heron Club

Wyke Cp School, Deane Avenue, Gillingham, Dorset, SP8 4SH



Inspection date	30 June 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Staff help children to successfully learn the skills they need for their future development in very close partnership with the school that the children attend. Children develop good self-confidence and manage tasks competently and independently.
- Children are developing positive attitudes and good behaviour. For example, they contribute to the club rules to agree expectations and understand the consequences of their actions. They show kindness and consideration towards others and have good social skills.
- Staff maintain safe and secure play areas for children. They provide ongoing guidance to help children learn how to keep themselves safe from harm in their day-to-day activities.
- Staff attend regular personal development to update their skills. For example, they have attended training courses and workshops that have helped them to support children in learning good social skills, such as tolerance and respect for others.

It is not yet outstanding because:

- On occasions, in some busier activities, staff do not hear and include the voices and views of the younger children, missing chances to encourage their communication skills further.
- Staff do not regularly seek the views of parents to contribute to the self-evaluation and development of the club.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the organisation of activities to make sure that all children's voices, thoughts and views are encouraged and valued
- develop self-evaluation to include the views of all parents more effectively.

Inspection activities

- The inspector observed activities and the care of children in the playroom and outdoor play areas.
- The inspector sampled children's records and documentation.
- The inspector checked the records of staff suitability checks and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a good understanding of the requirements of the early years foundation stage. They have a clear understanding of their role and responsibility to support children's welfare and the correct procedures to follow in the event of a concern about a child. The manager monitors the quality of staff's skills and interactions with children closely. For example, she meets regularly throughout the year with all staff to support their development and to ensure that they meet children's needs consistently and well. Management and staff reflect on aspects of the club's provision to identify areas for improvement. They involve children in making suggestions for activities and snacks to ensure they enjoy all aspects of their time at the club.

Quality of teaching, learning and assessment is good

Staff plan exciting activities as well as providing a good range of activities for children to choose for themselves. They link some activities to school events, such as dressing up for 'World Book Day'. Staff welcome children warmly into the club and provide time for them to settle in, relax and find their friends. Staff get involved well in children's play to help them create their ideas. For example, staff help children to make dens indoors with sheets and pegs and to act out imaginative games on the playing field. Staff have established excellent links with the school. They work very closely with the teaching staff, who they meet with every day to support children's welfare, well-being and development. They exchange information about children's progress to help children achieve well and reach their goals in school.

Personal development, behaviour and welfare are good

Staff provide a warm welcome to children, who arrive happy and keen to attend. They help younger children to find activities that interest them and provide time to settle them in. Staff know the children well and provide activities to support their interests to ensure they all enjoy their time at the club. For example, they provide a cosy book corner in which children curl up to read, creative activities for them to make their own designs and models, and puzzles to solve. Staff support children's health and well-being effectively. For example, children spend long periods of time playing games and using the physical play equipment outside. They come together for a sociable snack time, when they enjoy healthy foods and older children share their news and views.

Setting details

Unique reference number	EY484978
Local authority	Dorset
Inspection number	1000838
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	20
Number of children on roll	84
Name of registered person	Topsie Rabbit Kindergarten Ltd
Registered person unique reference number	RP533092
Date of previous inspection	Not applicable
Telephone number	01747 821565

The Red Heron Club registered in 2014. It is located in Gillingham, Dorset. The club is open Monday to Friday from 8am to 9am and 3.15pm to 6pm during term time, and Monday to Friday from 8am to 4pm for the first two weeks of the school summer holidays. The club is privately owned by the manager, who employs seven members of staff, all of whom hold early years qualifications at levels 2 to 5.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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